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This Week's Forum: Page 49


# EDUCATION WEEK

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## Plans for Choice, Regulatory Relief Passed by House

### *Compromise Ends Rift Over Omnibus Bill*

**By Julie A. Miller**

WASHINGTON—The House has approved a wide-ranging education bill that includes what would be the first direct federal grant program for open-enrollment experiments and a plan to free some school districts from many restrictions on the use of federal aid in exchange for "performance agreements."

The House accepted the open-enrollment and "deregulation" proposals unanimously July 20, as part of a block of amendments negotiated by the leadership of the Education and Labor Committee. Subsequently, it passed the omnibus bill, H R 5115, by a vote of 350 to 25.

The bulk of the bill consists of a compromise plan introduced in late June by the committee leadership, ending an unusual partisan squabble over education initiatives proposed by President Bush. *(See Education Week, June 20, 1990.)*

The committee compromise, which is structured around education goals approved by Mr. Bush and the National Governors' Association in February, included modified versions of such Bush initiatives as "merit schools," awards for outstanding teachers, and grants for alternative-certification programs.

In addition, it contained Democratic proposals for new teacher-training and literacy programs, a grant program for research on innovative testing methods, and calls for increased funding for many existing programs.

As the bill headed to the House floor, nine lawmakers submitted amendments, including the deregulation and open-enrollment proposals and a G.O.P. substitute that would have sliced the bill's funding levels.

Seeking bargaining chips for negotiations over the controversial amendments,

*Continued on Page 45*

## A Union-Building Lesson for Polish Teachers

### *A.F.T. Training Solidarity Group*

**By Ann Bradley**

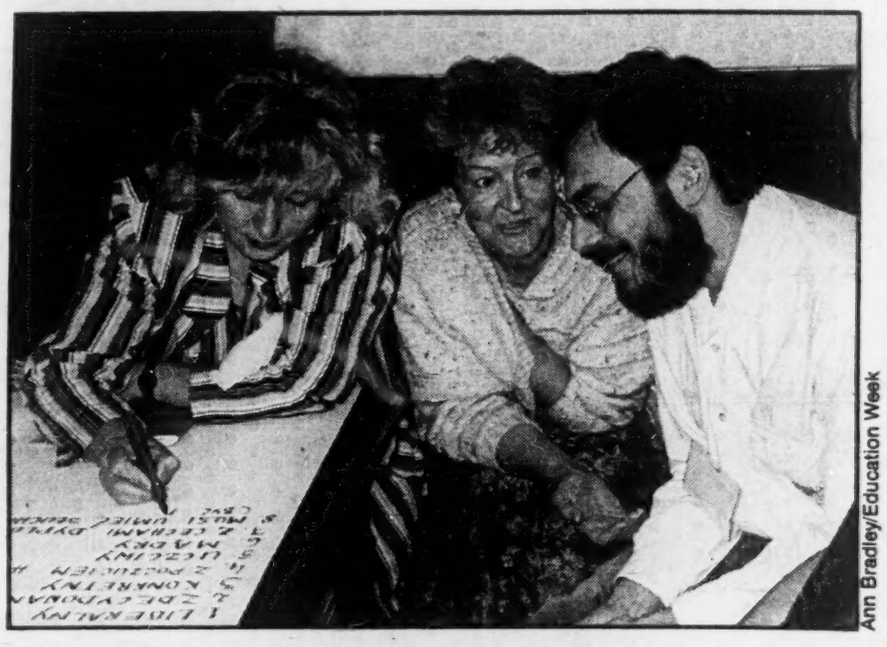
ROZALIN, Poland—At what was once a training center for promising young members of the Communist Party elite, a small band of activists from the group known as Teachers' Solidarity has come together with colleagues from the United States to learn how to build a democratic trade union.

The irony of the location is not lost on the 19 Polish teachers present. Many of them suffered harshly at the hands of the Communists during the state of martial law that existed in the 1980's. In large measure, it is the mentality once nurtured here they will be battling when they leave this hamlet outside of Warsaw.

"When we first arrived, the cooks were astonished that we weren't drinking every night [as the Communists had done]," said Ewa Schramm, an English teacher from Lomza participating in the training.

Far from indulging themselves, the teachers who met here

*Continued on Page 22*



Ann Bradley/Education Week

**Teachers' Solidarity members sharing views during one of many sessions on creating a more effective organization.**

## Shanker Remarks Renew Possibility Of Merger of Two Teachers' Unions

**By Ann Bradley and Karen Diegmueller**

Remarks made by the president of the American Federation of Teachers have raised anew the possibility of an eventual merger of the union and its larger rival, the National Education Association.

"I am happy to report that, over the last year, our relationships with the N.E.A. have become significantly better," Albert Shanker told delegates to the A.F.T.'s convention in July. "I hope when we [the A.F.T.] meet two years from now, there is a positive report on a whole bunch of things we've done to bring us closer together."

Mr. Shanker told the members gathered in Boston that he has had "two good meetings" with Keith B. Geiger, who was elected president of the N.E.A. a year ago, to discuss issues that concern both unions.

"This is not an indication," the A.F.T. chief stressed, "that there's a piece of paper in my pocket that we ought to sign."

But he noted that the A.F.T. has long promoted "the idea that there ought to be one united teachers' union in this country."

Reacting to those comments, Mr. Geiger acknowledged that the two union leaders have established "an ongoing dialogue" and have agreed to work together on educational issues.

Merger is "not one of my priorities now," Mr. Geiger said during a press conference at the N.E.A.'s convention in Kansas City, Mo. But he did not explicitly reject the possibility, as N.E.A. leaders have in the past.

Although both presidents emphasized that no formal talks on a merger are being conducted, Mr. Shanker's decision to broach the subject in his address to the 3,000 A.F.T. delegates was seen as significant, given his cordial working relationship with Mr. Geiger.

An organization combining the N.E.A.—

*Continued on Page 21*

## Texas Board Votes To Forbid Retention Before the 1st Grade

**By Deborah L. Cohen**

In a move characterized by experts as the strongest step taken by a state to stop schools from holding children back an extra year to ensure their "readiness" for 1st grade, the Texas Board of Education has voted unanimously to bar districts from retaining pupils in prekindergarten and kindergarten.

Buttressing that move will be a letter officials of the Texas Education Agency are currently drafting, which will advise school districts that transitional classes adding an extra year to children's schooling before 1st grade are tantamount to retention.

Both the rule and the accompanying letter may be sent to districts as early as this week, officials said.

Victoria Bergin, deputy commissioner for curriculum of the T.E.A., said agency officials recognized the merits of approaches used in transitional classrooms, but concluded after grappling with the issue that "when you are talking about something that takes another year, it constitutes retention, no matter how you look at it."

Being over age in grade, she added, is one

*Continued on Page 15*

**Parents as Partners:**

***Reaching Out to Families To Help Students Learn***

Bert Sea

Part 3 of a special series on parental involvement in education begins on page 23.

## *Military, Educators Join Forces To Recruit Newly Demobilized Officers Into Teaching*

**By Karen Diegmueller**

A joint teacher-recruitment venture by the military and the Florida Department of Education could be the first of a new series of such projects spurred by impending reductions in U.S. troop levels.

Florida education officials and the U.S. Army in July agreed tentatively to cooperate in the program, under which the Army will alert personnel being released from active duty to the opportunities for teaching careers in the state. Final approval is expected this month.

The initial focus, organizers of the effort say, will be on some 640 junior officers who are being compelled to leave the Army by the end of September in the first phase of military-wide cuts.

Eventually, the state intends to branch out and target Navy and Air Force personnel stationed at 32 bases throughout Florida, said Jim Pirius, director of the Army Transition Project for the state education department. Those branches of the service are "going to be affected [by cuts] down the line, too," he said.

On a smaller scale, state education officials in California, working in concert with the Army and the Navy, are seeking a $100,000 grant from the U.S. Education Department to recruit and prepare officers to teach in public schools.

In part, these actions are being taken in anticipation of what the Pentagon calls a

*Continued on Page 46*

## Also in the news


**33** **'Multicultural' History**
New York's curriculum and California's textbooks stir simmering tensions.

**39** **Indian 'Bill of Rights'?**
An E.D. panel will ask Congress to vouchsafe Native Americans' educational rights.

## IN SUMMARY

**Beyond 'Channel One'**
Despite mounting concern over commercial forays into schools, an Atlanta firm is hoping to place in high schools high-tech phone booths that play commercials on a video screen. **Page 7.**

**Forging Stronger Links**
Two San Francisco programs are typical of the growing number of private-public school collaborations nationwide that seek to aid talented but disadvantaged students. **Page 10.**

**How Good Is 'Writing to Read'?**
Even as three governors have moved to mandate or encourage the use of the computer-based literacy program, some experts question whether it has proved its worth. **Page 16.**

**Kentucky's Bandwagon**
Four months after the legislature approved a thorough revamping of the state's educational system, school districts are jumping on the reform bandwagon more quickly than expected. **Page 36.**

**House Moves E.D. Increase**
The House has approved a spending bill that would provide a 13 percent hike for Education Department programs in 1991, including a $1-billion increase for Chapter 1. **Page 40.**

**Drug Curriculum Released**
For the first time, the Education Department has developed and issued detailed K-12 lesson plans, with a model drug-education curriculum mailed to schools this summer. **Page 41.**


| | |
|---|---|
| Appointments | 50 |
| Books | 48 |
| Capital Update | 45 |
| Commentary | 47 and 64 |
| Deadlines | 50 |
| Events | 50 |
| Federal File | 39 |
| Legislative Update | 37 |
| Letters | 48 |
| Marketplace | 58 |
| Private Schools | 11 |


**FORUM**

Nationwide Action to Achieve National Education Goals
**Statement on Page 49**

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# ACROSS THE NATION

## NATIONAL

### NIDA Launches Media Campaign That Links Drug Use With AIDS

The National Institute on Drug Abuse has enlisted two prominent filmmakers—Martin Scorsese and Spike Lee—to launch a new media campaign aimed at reducing drug use and AIDS among teenagers.

The campaign, called "AIDS: Another Way Drugs Can Kills," includes public-service announcements developed for television, radio, newspapers, magazines, and the movies. The ads, aimed at youths between the ages of 12 and 16, stress that teenagers can get the virus that causes AIDS by engaging in risky sexual behaviors while under the influence of alcohol and other non-intravenous drugs.

The advertisements, directed by Mr. Scorsese and narrated by Mr. Lee, include scenes such as a car crash caused by alcohol and drug use. Following is a shot of a young couple kissing passionately in a car. The narrative then stresses that adolescents who use drugs and alcohol could also wind up engaging in risky sexual acts, and be exposed to the human immunodeficiency virus.

The campaign was developed by NIDA, the Advertising Council, and a New York advertising agency, Della Femina McNamee Inc.

The ads were released last month and should start appearing this fall, according to NIDA. The agency added that the institute and the Ad Council were working with Scholastic Magazine to produce a teacher's guide in a poster format to extend the campaign to schools.

■ **About one in five high-school students has had at least four sexual partners and about 3 percent have injected drugs, putting the teenagers at high risk for the virus that causes AIDS,** the U.S. Centers for Disease Control reports.

Results of a survey administered to approximately 100,000 high-school students in 30 states, 10 cities, and two territories also indicate that many teenagers do not know how the disease is spread. Over all, about one-half of the students responding to the surveys thought that insects carry the human immunodeficiency virus, which causes AIDS. About one-quarter, on average, believed they could contract the virus by using public toilets or by taking a blood test.

Reported intravenous drug use ranged from 2 to 5 percent at the 42 survey sites, and the prevalence of four or more sexual partners ranged from 7 to 40 percent.

"H.I.V.-related knowledge and behaviors among high-school students are cause for concern throughout the United States," the C.D.C. said.

In a related development, a panel of experts commissioned by the National Research Council has concluded that AIDS-prevention classes for teenagers should contain frank information about how to avoid exposure to H.I.V.

Such classes should make a special effort to reach young adolescents, and in some populations, pre-adolescents, concluded the report, which was funded by the U.S. Public Health Service.

■ **Roman Catholic and Jewish leaders have called for a national effort by parents, educators, government, and religious groups to instill "common moral teachings" into public-school curricula.**

In seeking a "national mobilization" to promote values education, the Bishops' Committee for Ecumenical and Interreligious Affairs of the National Conference of Catholic Bishops and the Interreligious Affairs Committee of the Synagogue Council charge that "children lack fundamental values like honesty, integrity, tolerance, loyalty, and belief in human worth and dignity."

The statement—issued by Rabbi Jack Bemporad of Temple Israel in Lawrence, N.Y., and Archbishop William H. Keeler of Baltimore—recommends that states establish committees to promote values in the public schools; that state and local authorities hold conferences of teachers, administrators, parents, and students to recommend methods for teaching values; and that foundations underwrite the development of values-education programs for the public schools.

■ **Maintaining that "the linked issues of the educational attainment of America's children and the affordability of college are central" to successful U.S. competition in the global marketplace, a new association is focusing on helping parents** boost their children's educational achievement and plan for their college education.

Targeting its efforts at "time-squeezed" parents who work and have limited time for family responsibilities, the American Association of Parents and Children will serve a "complementary" role to the National PTA and other parent-related groups, said Scott Stapf, the A.A.P.C.'s executive director.

Unlike existing groups, he said, the A.A.P.C. "specifically addresses what it is parents can do in the home to improve educational achievement and how it is they go about tackling the question of affordability of college for their children."

The nonprofit group kicked off its operations last month with the publication of "Making the Grade: How Parents Can Help Their Kids Do Better in School," a brochure being distributed to parents that contains tips on how to stimulate learning and "set the right mood" for achievement at home.

The group also plans to launch a national program to help parents manage family finances. It hopes to make material on college aid more available to parents and to offer them individual counseling on how to fill out forms for loans and grants.

More information is available from the A.A.P.C., 560 Herndon Parkway, Suite 110, Herndon, Va. 22070.

■ **Noting that there were more than 2 million reports of child abuse in 1989, a federal advisory panel has called for a complete overhaul of the nation's child-protection system.**

In a report delivered to the Secretary of Health and Human Services, the U.S. Advisory Board on Child Abuse and Neglect asserts that the nation faces "a child-protection emergency."

Among the panel's 31 recommendations for reconstructing child-protective services is a call for strengthening the role of schools in the prevention, identification, and treatment of abuse and neglect.

Richard K. Krugman, chairman of the panel, argued that schools have a "tremendous" role in the process. "Children who have been abused often can get a nurturing environment in schools," he said. "It may be the only form of treatment they get."

## *The Sweet Smell of Success*

The sense of smell has long been reputed to have the power to evoke memories. But until a new study by a Yale University research psychologist on the stimulative effects of odor on memory, there was little conclusive scientific evidence to give such claims more than a romantic sort of credence.

Frank Schab studied a group of Yale undergraduates, exposing some to such varied odors as chocolate, peppermint, and mothballs during word learning and recall exercises scheduled 24 hours apart. The words and aromas were linked in both sessions. A report of his work appeared in last month's issue of the *Journal of Experimental Psychology*.

Subjects who were exposed to the odors recalled information at a rate 50 percent higher than did those who had not been exposed, signaling that odors may indeed be able to serve as retrieval cues in an educational setting.

The pleasantness of the odor did not seem to matter, Mr. Schab said; mothballs worked as well as chocolate in improving the rate of recall.

Mr. Schab said that the power of the aromas to increase recall of information for 24 hours suggests that the sense of smell has a "rather powerful long-term effect on memory, especially since odors tend to be remembered for a longer time than, say, pictures."

What about the use of fragrance as a study aid at exam time? Would it be effective to assign different aromas to different subjects to keep an abundance of information on numerous topics from becoming a cerebral jumble?

Sadly, Mr. Schab concludes, "There is no real evidence that this would be especially effective." He added, though, that future research may provide further insight into such educational uses.

It could prove a real breath of fresh air for educational research. —E.W.L.

Loel Barr

## DIMENSIONS

# Uninformed Generation

Americans ages 18 to 30 know less and care less about news and public affairs than any other generation in the past 50 years, according to a recent study by the Times Mirror Center for the People & the Press.

The center surveyed more than 3,600 people by telephone between January and March this year about their use of various media and their interest in and knowledge of major news events and personalities.

Members of the youngest age group surveyed read newspapers, watched television news, and listened to radio news less often than any other group, the center reports. The only areas in which young respondents matched their elders in interest was coverage of sports and of the abortion issue. While 47 percent were aware of last summer's Supreme Court decision on abortion and 27 percent had watched the last Super Bowl, only 8 percent had paid any attention to the sweeping political changes within the Soviet Union, the survey showed.

Only 6 percent of youthful respondents could identify Richard Cheney, 8 percent knew who Vaclav Havel and Thomas Foley were, and 12 percent recognized the name William J. Bennett. Corazon Aquino at 53 percent had the highest name recognition for young respondents.

The survey also found that young respondents were much less critical of major institutions and political leaders than were older respondents.

"The ultimate irony," the report concludes, "is that the Information Age has spawned such an uninformed and uninvolved population."

**News Media Usage by Age**

| | Nationwide | Age 18-30 | 30-49 | 50 and older |
|---|---|---|---|---|
| Reads a daily newspaper | 52% | 37% | 49% | 64% |
| Watches TV news regularly | 73 | 62 | 69 | 83 |
| Listens to radio news regularly | 46 | 43 | 50 | 44 |

Source: Times Mirror Nationwide Surveys

**desegregation plan for the Duval County schools.**

The move clears the way for implementation of the plan, which was developed after five months of discussions between school officials and local chapters of the National Association for the Advancement of Colored People and the Urban League.

During the negotiations, several black members of the team developing the plan received threats against their lives. (*See Education Week, June 13, 1990.*)

Under the plan, which was approved by the county board in June, the district will eliminate the mandatory-busing policy that has existed for more than 20 years under a court desegregation order.

The district also plans to reorganize the grade structure, open seven new schools, and establish a system of magnet schools countywide.

■ **Delegates to the annual meeting of the National Congress of Parents and Teachers have called for legislation to limit television advertising in schools.**

The resolution, adopted in June at the National PTA's convention in Indianapolis, calls for regulations or legislation that would prohibit public schools from contracting with businesses that require students to view advertising as a condition for a donation of money or equipment.

The resolution is aimed at such efforts as Whittle Communications' Channel One commercially sponsored news program for high schools. Schools that subscribe to the program receive a loan of video equipment.

Several states, including New York and California, have effectively kept the Whittle program out of public schools through regulations. (*See Education Week, Feb. 21, 1990.*)

■ **The Shenandoah County, Va., school board has agreed to prohibit Bible classes from being held held in a bus parked on school grounds.**

The move settles a lawsuit brought by the American Civil Liberties Union.

The A.C.L.U., acting on behalf of an unnamed student, had asserted in a suit filed in federal district court that the board was violating the U.S. Constitution by permitting the private Weekday Religious Education program to offer Bible classes outside a Woodstock, Va., elementary school. (*See Education Week, May 23, 1990.*)

Under the settlement, the board agreed to prohibit the buses from parking on school grounds while children are receiving religious instruction. It also agreed to forbid teachers and officials of the religious program to enter classrooms while children are present, and to prohibit school employees from encouraging students to participate in the program.

■ **The Los Angeles Board of Education has voted to purchase the Ambassador Hotel to build a high school, despite threats of a lawsuit by Donald Trump.**

Mr. Trump heads a development group that currently owns the 17.6-acre property in the Wilshire area of Los Angeles and plans to build a hotel and business complex.

The school board voted in June to use its powers of eminent domain to confiscate the site to build the school. (*See Education Week, May 30, 1990.*)

In July, the board allocated $62 million to set up the financing plan for the move, which is expected to take up to a year to complete.

Lawyers for Trump Wilshire Associates, the development group, say they plan to go to court to block the district's efforts.

■ **Prosecutors in Connecticut have agreed not to prosecute a parochial-school teacher accused of failing to report a case of suspected child abuse under a little-used state law.**

The agreement was offered only on the condition that the suburban-Hartford teacher attend a day-long training class on child-abuse detection and present a report on the session to other teachers at her school, according to a spokesman for the state Superior Court.

Diane Pociadlo, who has taught at St. Stanislaus School in Meriden for more than 10 years, was charged in May with violating a state statute that requires teachers and other professionals to report suspected child abuse. (*See Education Week, May 23, 1990.*)

The violation is a misdemeanor offense with a penalty of up to $500.

Police alleged that one of Ms. Pociadlo's students regularly came to school covered with bruises. School-system officials said the teacher could not have known about the alleged abuse.

■ **Teachers in Chelsea, Mass., have negotiated their first contract with Boston University since that institution took over management of the city's school system last year.**

The three-year agreement, which was ratified in June, includes a plan for merit pay beginning in September 1991, creates lead-teacher positions, raises teachers' salaries an average of 26 percent by the 1991-92 school year, and calls for the introduction of school-based management at individual schools.

The school system's 300 teachers had been working under temporary contract extensions since June 1988, when their previous contract expired. Teachers staged a job action this spring, refusing to perform extra duties before or after school, to protest stalled contract talks. (*See Education Week, April 18, 1990.*)

Union members voted 124 to 96 to accept the new pact. But the union is continuing with a lawsuit in Suffolk County Superior Court that challenges the university's management of the school system as unconstitutional.

■ **The Purdy, Mo., school board has voted unanimously to reinstate a ban on high-school dances** in light of the U.S. Supreme Court's decision in April not to review an appellate ruling that the ban was not motivated by the six board members' religious convictions. (*See Education Week, April 25, 1990.*)

A federal district judge had issued a restraining order against the policy in 1988, but rescinded his order last month, paving the way for the school board's vote.

■ **The Dade County, Fla., school board has entered into a five-year contract with a private Minnesota company to jointly run a new elementary school.**

The agreement between the board and Education Alternatives Inc., approved in June, calls for the firm to raise $2.1 million to supplement the school's allocation from the district. (*See Education Week, June 6, 1990.*)

Under the terms of the partnership, the first of its kind between a school district and a business, the firm will receive a $275,000 consulting fee for the first three years of the contract. The money will come out of the supplemental funds the company raises, not from public-school dollars.

For the last two years of the contract, the firm has estimated its fee at $200,000. During that time, the company's involvement with the school is expected to taper off as the county prepares to run the school on its own.

## MILESTONES

■ **Amos E. Neyhart**, who is credited with introducing driver-education classes into the high-school curriculum, died July 5 at a nursing home in State College, Pa. He was 91.

In 1931, when Mr. Neyhart was an assistant professor of psychology at Penn State University, his parked car was hit by a drunk driver. Concerned that teenagers were driving without proper instruction, Mr. Neyhart began teaching volunteer students from State College High School, using his own 1929 Graham-Paige automobile for lessons.

His first formal courses began in 1933. He later presented the first teacher-preparation course in driver education and the first seminar on the topic for college professors.

Over the course of his career, Mr. Neyhart was honored for his work by the American Automobile Association, the Society of Automotive Engineers, and other groups. In 1958 he received the Pennsylvania Meritorious Medal, the highest civilian honor awarded in the state.

Mr. Neyhart retired from Penn State in 1964 when he was director of the Institute of Public Safety in Continuing Education.

■ **Francis Parkman**, the first president of the National Association of Independent Schools and a former headmaster of St. Mark's School in Southborough, Mass., died July 15 at a nursing home in Needham, Mass. He was 92.

A graduate of St. Mark's and Harvard College, Mr. Parkman became executive secretary of the National Council of Independent Schools in 1948. He held that post until the organization was succeeded by the N.A.I.S. in 1962. He then served as the new group's president for a year, and remained active as a consultant to the group for several years.

## PEOPLE

■ An educational researcher and the founder of a children's dance organization are 2 of 36 recipients of this year's MacArthur Foundation "genius" awards. The cash awards, distributed over five years, are given annually to individuals for their work in the arts, sciences, or community affairs.

**Lisa Delpit**, a senior research associate at the Institute for Urban Research in Baltimore, specializes in multicultural education. She plans to use part of her $224,000 grant to pay travel expenses for her studies. "I'm honored and challenged to do more and better for children and teachers of color," Ms. Delpit said.

Another grant recipient is **Jacques d'Amboise**, founder and artistic director of the National Dance Institute in New York City. Mr. d'Amboise, who was awarded a $330,000 grant, is a former lead dancer for the New York City Ballet. He created the institute in 1976 to teach inner-city students about art through dance instruction.

■ **John Brademas**, president of New York University for nine years, has announced he will step down in 1992.

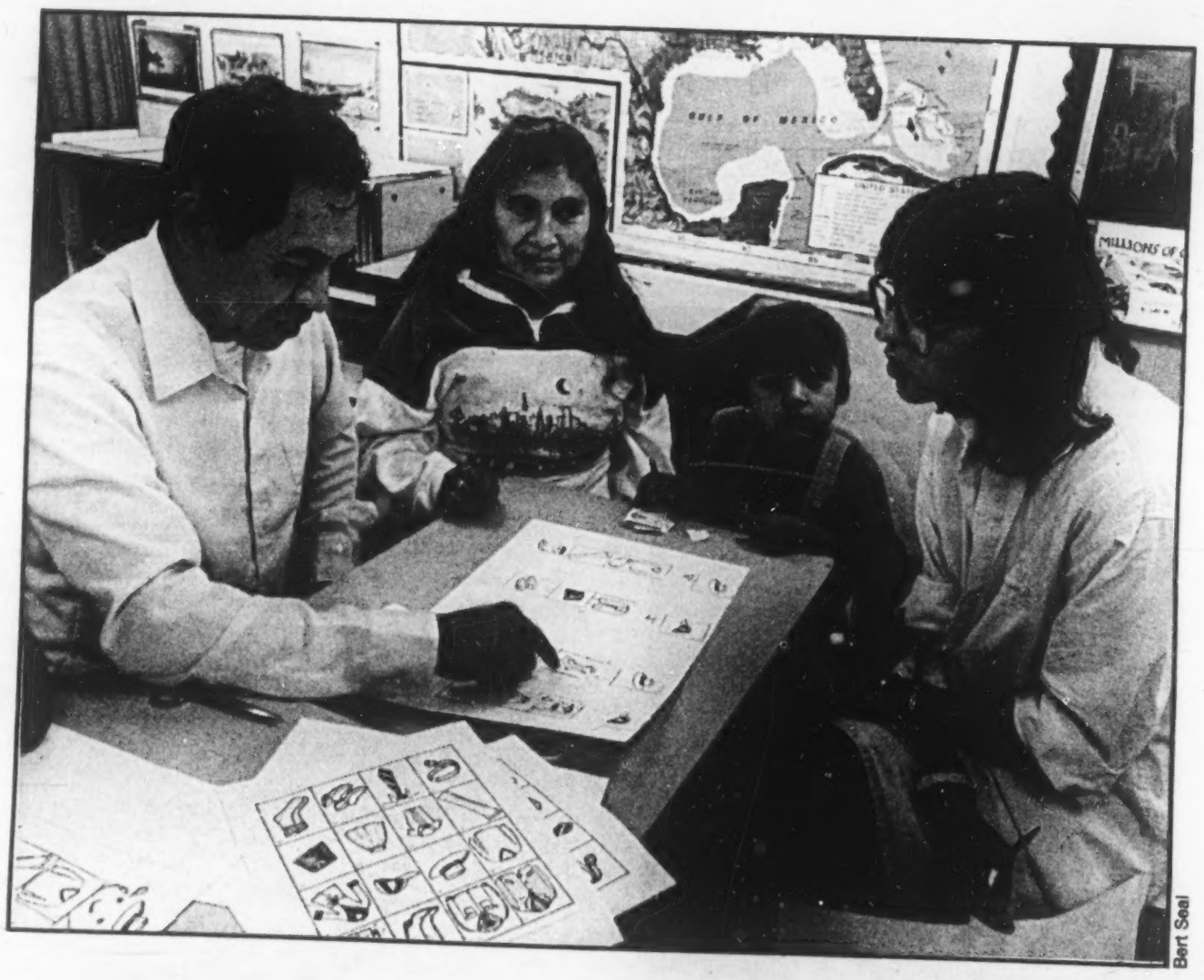
Mr. Brademas is cited as having nearly doubled the university's endowment and having added new programs in Hellenic and Hebrew and Judaic studies.

Before entering academia, Mr. Brademas was an 11-term Democratic representative from Indiana who served on the House Education and Labor Committee. He was involved in the drafting of many school-related bills, including the Education for All Handicapped Children Act.

John Brademas

# PARENTS
# as Partners

## *Reaching Out to Families To Help Students Learn*



Bert Seal

*Third in a Series of Special Reports*

**By Lisa Jennings**

The David A. Ellis School in Boston is testing a hypothesis advanced by some experts on student achievement: A "parent friendly" school setting is as important to learning as the classroom environment itself.

Since 1988, the inner-city elementary school has included a parent center, with an overstuffed couch and a coffee machine, so that parents have a place in the school to call their own. A support group for adults earning their high-school-equivalency diplomas, classes in English as a second language, and parenting workshops draw families into the school on a regular basis.

Breakfasts organized by grade level are held in the parent center to enable mothers and fathers to discuss curriculum and other classroom concerns with teachers and administrators. Parents at the school have established a clothing exchange and a school store. And a specially trained cadre of parents visits other families in their homes to involve them in their children's education.

The efforts are part of a research project, coordinated by the Institute for Responsive Education, that seeks to make families equal partners in their children's schooling.

"We want to demonstrate that family involvement is crucial to the success of children," says Owen Heleen, manager of the I.R.E. project, known as Schools Reaching Out. "The goal is to make a connection [between families and schools], to have face-to-face contact."

Although the I.R.E. project is more ambitious and comprehensive than most, it represents a growing attempt by educators to reach out to the parents of school-age youngsters.

After more than a decade of reform that has virtually ignored the role of parents in schools, educators and policymakers are beginning to realize that families are crucial for children's success.

Their growing interest in school-home collaboration is driven, in part, by research that has found a positive relationship between parent participation in education and improved student achievement. *(See Education Week, April 4, 1990.)*

"A school will never be truly excellent unless it involves parents," argues Anne T. Henderson, an associate with the National Committee for Citizens in Education. "Educators can do it all by themselves to the extent that they meet minimum requirements, but they're never going to get beyond that unless they get the community involved."

Today, all schools provide for some level of parent participation, ranging

*Continued on Page 24*